

## Meetings

This is a vital part of continuous assessment and requires consistency in supervision and support. The formative assessment should relate to the clinical assessment portfolio. A good starting point would be getting the student to do a self-assessment on their learning needs, expectations and what they hope to achieve on placement.

### Initial Meeting





You should be completing these: -

- ✚ Health and Safety
- ✚ Fire brief
- ✚ Uniform policy
- ✚ Ambulance familiarisation
- ✚ Local station information (lockers, toilets etc.)
- ✚ Dos and Don'ts
- ✚ Goals for the first few months
- ✚ Expectations from the student and mentor



## Intermediate meeting






This should take place at about the half-way point in the placement in order to allow time to:

-  Identify further learning opportunities
-  Identify where further support is needed
-  Achieve a revised action plan
-  Collect further evidence of achievement

If you feel the student is not progressing, then please get in contact with the university or your placement lead. We can arrange to meet with you and the student to discuss how we manage the situation. **You are not alone!!**

## What to review?

Monitor the progress of the student by utilising the evidence from the following:

-  Essential Skills Statements
-  Reflective Progress entries
-  Testimonies
-  Attendance record
-  Professional behaviour

## Advice

**DO** ask for wider appraisal from other staff in order to get a balanced view of the student's performance.

**DO** encourage students to assess themselves and use as starting point for discussion.

**DO** clarify any points made and give examples to aid understanding.

**DO** give advice for improvements in order to formulate a revised action plan.

**DO** record points made by the student along with your assessment.

**DO recognise progress made, again giving examples so the student can learn from this.**

**DO** encourage the student to ask questions in order to ensure they have a clear understanding of their progress and expectations for future performance.

## Why bother?

Constructive feedback can:

- ✚ Motivate
- ✚ Guide future practice / development
- ✚ Maximise and support learning
- ✚ Boost confidence / verify competence
- ✚ Give opportunity to reassess learning needs
- ✚ Recognise and celebrate achievements

## Final Meeting

This should take place at an agreed time with the student, preferably in the final week (allowing enough time to complete all of the documentation)

Questions:

- ✚ Achievement of competence?
- ✚ Validity and reliability of assessment?
- ✚ Understanding of rationale?
- ✚ Professional behaviours?
- ✚ All sections of the eCAP completed?
- ✚ You are happy to sign the student off as competent and safe to practice?

## References:

Nursing and Midwifery Council (2008) *Standards to support learning and assessment in practice. NMC standards for mentors, practice teachers and teachers*. London, NMC.

Royal College of Nursing (2007) *Guidance for mentors of nursing and midwifery students: An RCN Toolkit*. London, RCN.

STUART Ci Ci (2007) *Assessment, Supervision and Support in Clinical Practice: a guide for nurses, midwives and other health professionals*. London, Elsevier Limited.